2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 12 Reading

Text Title: Prentice Hall Literature Online Digital Access, Virginia Edition, Grade 12 Publisher   Pearson Education, Inc., publishing as Prentice Hall

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 12 Reading Summary	Rating		
	Adequate	Limited	No Evidence
12.3	X		
12.3a	X		
12.3b	X		
12.3c	X		
12.3d	X		
12.3e	X		
12.3f	X		
12.4	X		
12.4a	X		
12.4b	X		
12.4c	X		
12.4d	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 12 Reading Summary	Rating		
	Adequate	Limited	No Evidence
12.4e	X		
12.4f	X		
12.4g	X		
12.4h	X		
12.4i	X		
12.5	X		
12.5a	X		
12. b	X		
12.5c	X		
12.5d	X		
12.5e	X		
12.5f	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	**Adequate** Limited No Evidence Comments:
2. The textbook is organized appropriately within and among units of study.	**Adequate** Limited No Evidence Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**Adequate** Limited No Evidence Comments:
4. The writing style, syntax, and vocabulary are appropriate.	**Adequate** Limited No Evidence Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	**Adequate** Limited No Evidence Comments:

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2010 Grade 12 English Standards of Learning	
STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	**Adequate** Limited No Evidence Comments:
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	**Adequate** Limited No Evidence Comments:
b) Use context, structure, and connotations to determine meanings of words and phrases.	**Adequate** Limited No Evidence Comments:
c) Discriminate between connotative and denotative meanings and interpret the connotation.	**Adequate** Limited No Evidence Comments:
d) Identify the meaning of common idioms, literary and classical allusions in text.	**Adequate** Limited No Evidence Comments:

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STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Expand general and specialized vocabulary through speaking, reading, and writing.	**Adequate** Limited No Evidence Comments:
f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	**Adequate** Limited No Evidence Comments:

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2010 Grade 12 English Standards of Learning	
STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.	**Adequate** Limited No Evidence Comments:
a) Compare and contrast the development of British literature in its historical context.	**Adequate** Limited No Evidence Comments:
b) Recognize major literary forms and their elements.	**Adequate** Limited No Evidence Comments:
c) Recognize the characteristics of major chronological eras.	**Adequate** Limited No Evidence Comments:
d) Relate literary works and authors to major themes and issues of their eras.	**Adequate** Limited No Evidence Comments:

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2010 Grade 12 English Standards of Learning	
STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Analyze the social and cultural function of British literature.	**Adequate** Limited No Evidence Comments:
f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	**Adequate** Limited No Evidence Comments:
g) Compare and contrast traditional and contemporary poems from many cultures.	**Adequate** Limited No Evidence Comments:
h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.	**Adequate** Limited No Evidence Comments:
i) Compare and contrast dramatic elements of plays from American, British, and other cultures.	**Adequate** Limited No Evidence Comments:

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STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
12.5 The student will read and analyze a variety of nonfiction texts.	**Adequate** Limited No Evidence Comments:
a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	**Adequate** Limited No Evidence Comments:
b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	**Adequate** Limited No Evidence Comments:
c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	**Adequate** Limited No Evidence Comments:
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	**Adequate** Limited No Evidence Comments:

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2010 Grade 12 English Standards of Learning	
STANDARD	**Degree of Correlation: Underline your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Identify false premises in persuasive writing.	**Adequate** Limited No Evidence Comments:
f) Draw conclusions and make inferences on explicit and implied information using textual support.	**Adequate** Limited No Evidence Comments: